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During the summer of 1965, an experimental group of 12 school administrators participated in sensitivity training sessions to measure the influence of the sessions on situations involving administrative change. The study tested: (1) Behavior of administrators in meetings in their school system; (2) behavior toward subordinates; (3) skill in diagnosing problems; (4) ability to see alternative strategies in diagnosing problems; and (5) influence on nonparticipants in their school systems. Measurement instruments compared this experimental group with a control group in discussion of issues in school, sensitivity to problems in staff and administrative meetings, interaction with subordinates, and organizing of subordinates. The study concluded that a one-shot laboratory training experience, conducted outside the context of the participants' organizational system, is not a very effective tool for initiating and maintaining significant behavior change in the back-home situation. (LN)

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# THE EFFECTS OF HUMAN RELATION TRAINING ON DIAGNOSING SKILLS AND PLANNING FOR CHANGE

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In 1965, the Center for the Advanced Study of Educational Administration (CASEA) was looking for developmental activities more effective than conferences or monographs. To explore one possibility, CASEA engaged Leonard Lansky to conduct some "sensitivity training" sessions during the summer of 1965 with twelve school administrators from the State of Oregon. It was reasoned that if these practitioners could enhance their skill in diagnosing human-relations problems in their organizations, they could become more effective change-agents. If empirical support could be found for this hypothesis, sensitivity training could be recommended to speed the effects of any developmental project. Furthermore, after sufficient experience with the methods and effects of sensitivity training, CASEA could have an influence on practice by disseminating its findings on sensitivity training of administrators to professors of educational administration. For these reasons, research was built into the sessions conducted that summer.

Empirical support for the effects of sensitivity training on organizational development has been tentative, so far. The number of empirical studies is small and they typically have not been well controlled. A brief review of the literature revealed the following shortcomings in previous research:

1. Research on sensitivity training has focused largely on the participants, with little attention given to the use of control groups.

2. Little attempt has been made to examine changes in others in the backhome organizations as these changes may be related to sensitivity-training experiences of the participants.

3. Research efforts typically have not been concerned with long-range effects of sensitivity training.

Since this project was planned, an article by Campbell and Dunnette (1968) appeared. They point out that research on interventions in

industry is dominated by the National Training Laboratories' group-dynamics tradition, other sorts of interventions appearing very infrequently in the research literature. It is their conclusion that the assumption that T-group training has positive utility for organizations must necessarily rest on shaky ground, since it has been neither conformed nor disconfirmed. They point out that utility for the organizations is not necessarily the same as utility for the individual. Finally, they point out that many of these points about sensitivity training apply equally to other methods of managerial development, and that the entire field suffers from a lack of research orientation.

In discussing needed directions of research, Campbell and Dunnette include two major points. First, that more attention must be given to interactions between organizational characteristics, leadership climates, organizational goals, and training outcomes and effects; and second, that the effects of training should be compared more fully with the behavioral effects stemming from other training methods with the hope that the same behavioral objectives can be realized at less cost to the individual and to the organization by using different methods.

The criticisms and suggestions by Campbell and Dunnette are supported by the results of the present study.

At a meeting on March 17, 1965, Professors Goldhammer and Lansky began planning for the summer's sessions. They set the dates for the sessions, stated some objectives, and chose criteria for selecting participants. They decided to select four participants from each of three school districts in the state of Oregon; in each district, three were to be principals and one a person from the central office. The criteria for selection were that the participants be men who, in the judgment of the superintendent, (1) have strong leadership capabilities, (2)

are openminded; i.e., susceptible to ideas and receptive to change, and (3) can accept self-criticism and psychological discomfort; i.e., can face themselves and their peers realistically and accept criticism. The objectives chosen for the summer laboratories were, to quote a memo from Goldhammer which summarizes a conference with Lansky:

> "1. To create awareness of group processes by being in a group and the ability to use skills of group processes effectively,
>
> "2. to create an awareness of self-evaluation techniques to help build the personal skills presumably required for effective leadership and to accept the threat involved in these techniques, and
>
> "3. to set the stage for further work in the school districts involved."

On May 5, 1965 the superintendent or his representative from each of the three districts came to a meeting on campus to discuss the participation of his school district in this project. These people were informed of the criteria and asked to pick the participants from their school districts. Within a week the participants had been selected and visits by John Croft had been scheduled. The purpose of these visits was to answer further questions about the coming sessions and to obtain some information necessary for planning the training sessions. We obtained still further information from the school districts by mail in early July. The training sessions themselves began on July 25th and continued until August the 4th. As it turned out, one district sent the superintendent and three principals; the other two districts sent two principals each.

Many activities were scheduled during these sessions. Among these activities were the T-group, helping trios, inter-group observations with teams of seven, diagnosing back-home problems and planning action in teams of four, and planning our own learning experiences. To save space,

we shall explain only one of these terms here, quoting Warren Bennis (1961) on the T-group:

> "There are two major goals of the T-group which can be indivisible in operation: (1) that group members become more aware of the enabling and disabling factors in decision-making in groups and are of their own behaviors and feelings in groups; (2) that group members utilize the group as a crucible for increasing their repertoire of skills in managing group processes and their own behavior in groups. To the extent that one is stressed at the sacrifice of the other, the training loses effectiveness."

Other activities of a non-interactive nature in these sessions were the reading shelf, other reading materials handed out, theory sessions, research, meditation, free time, and making physical arrangements. Before, during, and after the sessions, data were gathered from the participants to help CASEA measure the effectiveness of these experiences. While these are helpful in evaluating the sessions, they do not give any information regarding longer lasting effects. (A sample of instruments used is included in Appendix I of this project.)

The objective of the proposed research was to answer the following questions: What effects do these laboratory experiences have on the practitioners in their back-home situation? Do they use human relation skills and human resources more now in analyzing the problems that they may have? If they do, how are other people in their organizations affected by these changes?

## Theory and Hypothesis

The hypotheses for the present study are drawn from the goals stated by Lansky in his conversations and letters with the CASEA staff members. Briefly expressed, these goals were: (1) locating problems, (2) diagnosing their causes, (3) locating resources that could be brought to bear upon them, (4) identifying roadblocks to their solution in persons

(including self), social structures, attitudes, beliefs, and, given these data, (5) planning strategies for their solution. The desired outcome of all this practice in the sensitivity training laboratory was change in the person, specifically in his problem-solving behavior and attitudes. For example, it was hoped that as a result of these sessions the participants (1) more often choose problems that could be realistically solved, (2) locate more strengths and weaknesses and resources to use in solving these problems, (3) be more flexible in seeing alternative solutions, (4) have more plans for change in their back-home organization.

In summary fashion, the chief hypotheses for this study are of this sort: that the participants in the sensitivity training sessions conducted by CASEA during the summer of 1965 will have changed in their (1) behavior in meetings of administrators in their school systems, (2) behavior toward subordinates, (3) skill in diagnosing problems, (4) ability to see alternative strategies in diagnosing their problems, and (5) influence on non-participants in their school systems -- and that they will have changed more than persons in control groups.

## Procedures

This study is most concerned with change in the participants (the experimentals) and the degree of change that can be attributed to the sensitivity-training sessions. The chief measurement problems are two: (1) designing instruments sensitive enough to detect change, and (2) selecting a control group of respondents who did not attend the sensitivity training sessions, but who nevertheless possessed some of the important characteristics that conceivably could effect similar changes. On the first point, because of restrictions of time and resources, we

now believe that some of the instruments we used in the pretest sessions were not sufficiently sensitive to change. However, some seemed to fulfill this criterion. On the second point, we selected controls through the nomination of their organizational superior, usually the superintendent, and matched them on the basis of total years of experience in education, organizational position, and number of years in this position. This gave us a total sample of 24 subjects (almost all principals): 12 experimentals who participated in the sensitivity training sessions that summer, and 12 matched controls. All these people were apprised of the study and participated in pretest sessions and were receptive to being visited two times the following school year (1965-1966) for research purposes in connection with this project. Since the major problem was one of measuring change and attributing this to the effects of the sensitivity-training sessions, there should, for support of the hypothesis, be some change on the part of the experimentals from their pretest (Time 1) to their first posttest some time in November (Time 2), and at a later post-session in the spring, perhaps in March (Time 3), and the degree of this change should be significantly greater than that of the controls in the same school system. Implicit in all this is the assumption that the experience on the part of the experimental participant in the summer laboratory sessions had some effect on his own organizational behavior that could be measured in November, and that this change in behavior would be perceived and have some impact upon the members in the organization and cause some change in the organization.

## General Discussion

The main body of this report is concentrated upon the differential

effects of training and notraining on the experimental and control groups, respectively. The analysis of changes over time within the experimental group is not reported. That is, we exclude from this report hypotheses associated with instruments that were administered to the experimental group only.

Twenty-one instruments (see Appendix I) were administered either to the experimental or control group or both. Of these, twelve are not included in the discussion for the following reasons: one deals with background information not specifically related to a research question, two were administered to the experimental group only and are to be excluded from the report as mentioned above, seven were not coded at all, and two did not produce adequate data for analysis (too much missing data). The latter will be briefly discussed in a separate section. Thus, only nine of the 21 instruments and their associated hypotheses will be discussed in this report.

The laboratory training sessions occurred during the 10-day period from July 25 to August 4, 1965. The nine relevant instruments were administered at nine discrete intervals* over a time period from May 1965 (2 months before the laboratory sessions) to May 1966.

The experimental group responded to various of the instruments before, during, and after the laboratory sessions. The control group did not receive any of the instruments until the post-lab period. This method of administration may be criticized because there is no simple

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*For the reader interested in the specific dates of the 9 time periods they are as follows: $T_1$ - May 1965, $T_2$ - early July 1965 (pre-lab), $T_3$ - July 25 (first day of lab), $T_4$ - July 26 (second day of lab), $T_5$ - July 27 (third day of lab), $T_6$ - August 4 (last day of lab), $T_7$ - August 2 through September 27, 1965, $T_8$ - November 1965 to January 1966, and $T_9$ - April 1966 to May 1966.

"before-after" comparison for the control group comparable to that of the experimental group. However, the control group was administered the instruments for the first time within several days of the conclusion of the laboratory sessions. The assumption was made that little if any contact between experimental and control groups would occur in those few days since it was during the summer and all participants were away from the inevitable contact provided by the school setting. Thus, the first administration of instruments to the controls is considered to be adequately comparable to the "before" measures for the experimentals.

## Reasoning, Suggested Comparison, and Discussion of Hypotheses Associated With Instruments Administered to Experimental and Control Groups

Instrument I: "With whom do you discuss issues in school?"

The "issues" instrument asks respondents to mention the names of persons with whom the respondents discuss important school issues.

Hypothesis. From before to after training, the experimental group members should mention more or fewer human resources for solving problems than control group members.

Reasoning. The hypothesis refers to the change in the number of persons mentioned on the "issues" instrument by the experimental and control groups. It is expected that training has the effect of making participants pay more attention to others in their surroundings that may help them clarify issues and/or solve problems. That is, a change in expected for the experimental group members, whereas no change is expected for control group members, in the number of others seen as resources.

Comparisons. The experimental group was administered the "issues"

instrument the first time in May of 1965, and again after training sometime between November 1965 and January 1966. The control group was first administered the instrument in August or September of 1965, and later during the same time period that the experimental group received their second administration of the instrument.

Analysis and Discussion of Responses. The experimental group members mentioned a total of 38 persons before training and a total of 39 persons after training, whereas the control group members mentioned a total of 50 persons on the first administration and a total of 46 persons on the second administration. These data are not very interesting; neither are they informative. As measured by the gross number of persons mentioned, neither the experimental nor control groups changed very much from before to after training. The number of persons mentioned by the experimental and the number mentioned by the control group on either administration differs, (i.e., the experimental group mentioned an average of about three persons per member, whereas the control group mentioned an average of about four per member), but there are wide differences from subject to subject in both groups.

Of the 38 persons mentioned by the experimental group members before training, 14 of the 38 were also mentioned by the same experimental group members after training (37% identical choices). Of the 50 persons mentioned by the control group members on the first administration, 33 of the 50 were mentioned on the second administration (66% identical choices). These data suggest that control group members tended to mention the same persons on both administrations to a greater extent than did experimental group members. If so, the difference between the experimental and control group implies that training made a difference in those seen as resources (i.e., training changed those with whom important

issues are discussed). A test for differences of the data yielded a Chi-square of 8.167, which for 1 df is significant beyond the .005 level. This result supports the contention that training makes a difference in those seen as resources.

Instruments II & III: "Meetings held for staff," and "Meetings held for administrators"

The two "meetings" instruments ask the respondent to indicate the degree to which four kinds of problems that can exist in administrative or staff meetings do exist in his meetings, by checking "severe", "nuisance", "occasional" or "free". The four problems are (1) conflict or fight, (2) apathy or non-participation, (3) inadequate decision-making, and (4) lack of communication. Each problem area elicits a hypothesis, but the hypotheses for Problems 1, 3, and 4 are identical and may be stated as follows:

Hypothesis for Problems 1, 3, and 4. From before to after training, those members of the experimental group who gave "free" or "occasional" answers will tend to shift to "nuisance" and "severe" answers, whereas no such shift will be found for the members of the control group who initially gave "free" or "occasional" answers.

Reasoning. The reasoning associated with this hypothesis is that the "free" or "occasional" answers are to a considerable degree either denials of reality (1 and 3) or they stem from a lack of awareness on the part of group members that such a problem as lack of communication (4) is, in fact, a problem at all. It is expected that training will lead members of the experimental group to be more open and honest with themselves and with the research team (1 and 3) or that they will become more sensitive to the problem of lack of communication via their training

experience, and therefore, should give more "nuisance" and "severe" answers after training.

Hypothesis for Problem 2. The hypothesis for "apathy or non-participation" is as follows: both for members of the experimental group and for members of the control group, less apathy is predicted after the training than before training. No difference between experimental and control groups is expected.

Reasoning. The reasoning for this hypothesis is based on the expectation that a "Hawthorne Effect" will occur, i.e., there will be, in every backhome system, more active persons (those who have had training) who will stir things up.

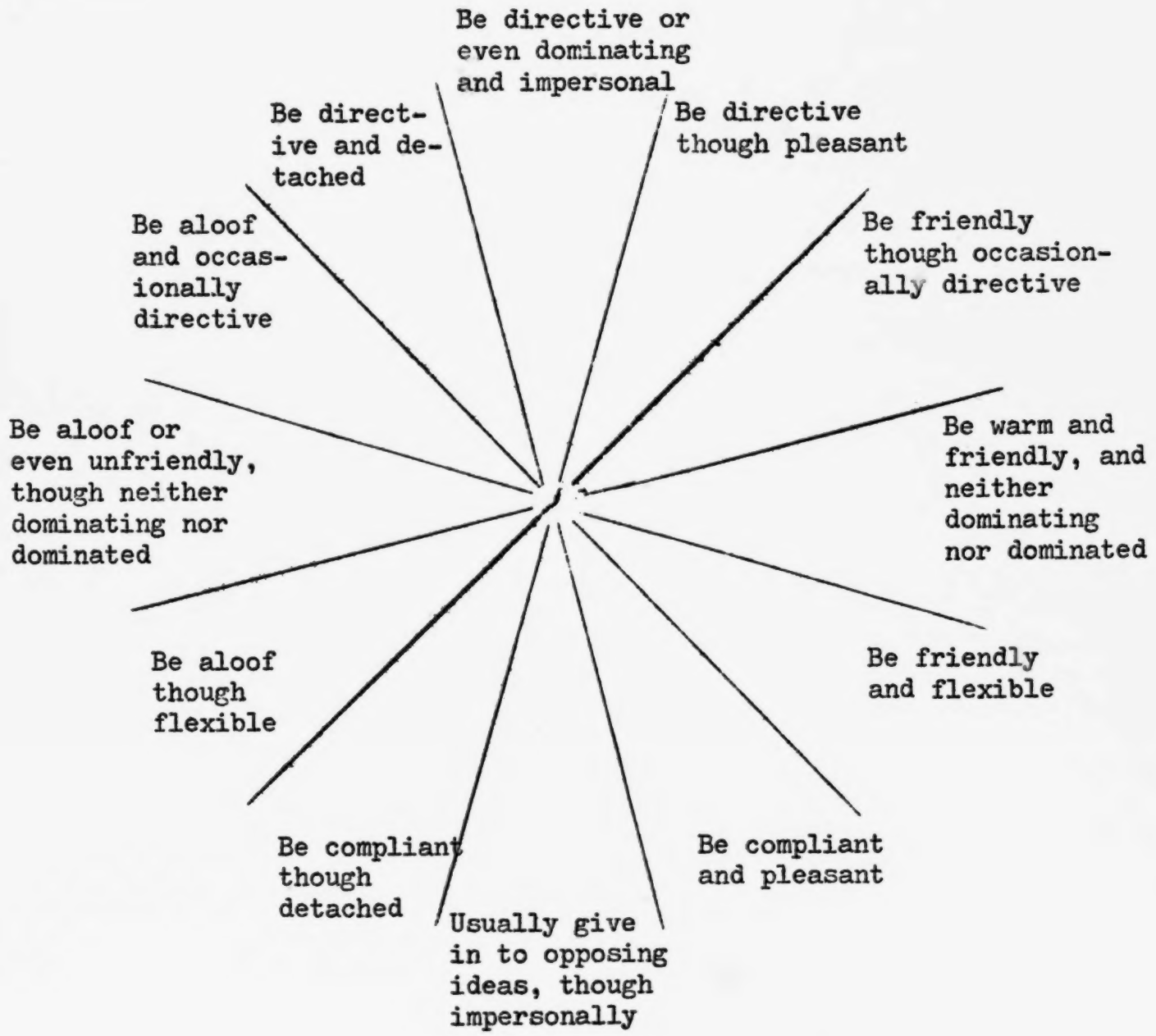
Analysis and Discussion of Responses. The data from the two instruments (meetings with administrators and meetings with staff) were subjected to repeated-measure analysis of variance using a design that distinguished between groups (experimental vs control), town, instrument, item, and time of administration. It was of primary interest to determine whether the experimental and control groups responded differently to either of the instruments over time. If so, further analyses would have been conducted to refine the analysis. As it happened, none of the variables or interactions of primary interest were statisfically significant, at or above the .10 level.

However, the following variables of lesser interest did reach the .10 level of significance. The instruments were responded to differently (.05), the items (questions within instruments) were responded to differently (.01), the items were responded to differently by persons from different cities (.01), and persons from different cities responded differently to items of different instruments (.05). These results are not helpful.

Instruments IV, V, and VI: "How I ought to act in relation to my subordinates", "How I do act toward my subordinates", and "Wheel by other on how I do act toward my subordinates"

A rather unusual instrument, "the Wheel," was used to measure each of the above three variables. The Wheel is divided into 12 sectors arranged like the 12 hours on a clock. At 12 o'clock appears the directive, dominating, and impersonal behavioral description; other mixtures of relational behaviors appear in the other sectors. Below is a diagram of this instrument.

The Wheel.


Be directive or even dominating and impersonal
Be directive though pleasant
Be friendly though occasionally directive
Be warm and friendly, and neither dominating nor dominated
Be friendly and flexible
Be compliant and pleasant
Usually give in to opposing ideas, though impersonally
Be compliant though detached
Be aloof though flexible
Be aloof or even unfriendly, though neither dominating nor dominated
Be aloof and occasionally directive
Be directive and detached

The three wheel instruments ask the respondent to identify the sector on the wheel that best describes (1) how he ought to act toward his subordinates, (2) how he thinks he actually does act toward them, and (3) how he perceives other administrators in his district to act toward their subordinates.

Because these three instruments, individually and comparatively analyzed, contain a great variety and amount of information, the discussion of them is rather complex. In order to simplify as much as possible, we shall first consider the instruments "How I ought to act" and "How I do act" separately, than we shall discuss the comparison between them. Finally, we shall consider the comparison between the instruments "How I do act" and others' perceptions of how the subject acts to examine accuracy of self-perception.

"How I ought to act in relation to my subordinates"

This instrument was administered to the experimental group at five separate time periods, the first taking place on the first day of the laboratory sessions, the second on the second day of the sessions, and the third, forth, and fifth subsequent to the laboratory sessions. The control group was administered this instrument for the first time during the third time period, and subsequently in the two time periods corresponding the forth and fifth for the experimentals.

The responses from the first administration to the experimentals ranged from the 1 o'clock area to the 4 o'clock area with a mean of 2.25, which is toward friendliness (3 o'clock). The following day the instrument was again administered to the experimental group and the responses again fell between 1 and 4 o'clock with a slight shift in the mean to 2.33.

During the third time period (immediately following the laboratory sessions) the experimentals were administered the instrument for the third time and the control group was administered it for the first time. The mean for the experimentals was still 2.33 but the range had narrowed down to 1 o'clock to 3 o'clock with only one respondent falling in the 1 o'clock area, six falling in the 2 o'clock area and five in the 3 o'clock area. The control group ranged from 1 o'clock to 4 o'clock with a mean of 1.91. This mean is farther toward 12 o'clock or "dominance" than the mean for the experimentals.

In the next administration, each group moved slightly toward the mean of the other, but not significantly so. In the final administration, the experimentals seemed to consider themselves more friendly than at any previous time and the controls had moved back to the place they were in their first administration.

Thus, when asked how they "ought" to behave toward subordinates, the experimental group, those who had had the laboratory training, felt that they ought to be friendly in their interactions with subordinates to a greater degree than did the control group who tended to respond further toward the dominant sector of the wheel. One may infer from this data, that training is effective in creating an attitude of friendliness, rather than dominance, when interacting with subordinates.

"How I do act in relation to my subordinates"

This instrument was administered to each group during the same time periods as the "How I ought to act" instrument was administered. Recall that the "How I do act" instrument asks respondents to indicate how they actually do behave toward subordinates. At time 1 (first day of lab) the experimentals produced a mean score of 2.08. At time 2 (second day of

lab) the experimental group had regressed slightly toward the "dominant" sector of the wheel (m=1.91). During the third time period which followed the laboratory training the experimental group had moved significantly toward the "dominant" area with a mean of 1.17, and the control group produced a mean of 2.00 which is closer to the "friendliness" response than that of the experimental group. This difference holds for the 4th and 5th time periods. In the 4th time period the experimental group shifted slightly toward "friendliness" with a mean of 1.50 and the control group shifted slightly toward dominance with a mean of 1.73. However, in the fifth time period the control group reverted to the same mean score that it had had in the third time period (m=2.00) whereas the experimental group only climbed slightly toward friendliness with a mean of 1.64.

On first consideration these comparisons may seem to indicate that training had a negative effect on development of attitudes of friendliness toward subordinates. However, we are dealing with how the respondents actually perceive their behaviors toward subordinates. Thus, it is plausible to infer that the experimental group may be evaluating its behavior more realistically as a result of training and may be less inclined to avoid admitting shortcomings and problems and more likely to recognize them.

"How I ought to act" vs "How I do act"

A comparison of these two instruments for both experimental and control groups reveals an interesting and significant difference between them. The experimental group throughout believed that they ought to be more friendly than they actually thought they were. The training

took place between time 2 and time 3. The greatest discrepancy between how the experimentals thought they ought to behave and how they thought they actually did behave appeared at time 3 (2.33 vs 1.17). The discrepancy at time 5, however, was much greater than it was at time 1 or time 2.

The control group did not give us data until time 3, a few days or weeks after the data from the experimental subjects had been gathered. The data showed that the belief of the controls was that how they actually did behave was very close to how they thought they ought to behave, especially at time 3 (1.91 vs 2.00) and time 5 (2.00 vs 2.00). There was some discrepancy in their perceptions at time 4 (2.36 vs. 1.73).

The above comparison indicates that at all times, but particularly immediately following training, the experimental group was less satisfied with their actual behavior toward subordinates, or at least more willing to admit that they were not actually behaving as they believed they ought to, than were the controls. It appears that training had a positive effect toward critical perception of behavior on the part of the experimental group. Also, the admission of engaging in less than ideal behavior may indicate greater knowledge of oneself and one's behaviors, and a greater willingness to honestly confront these behaviors. A less obvious, but perhaps equally important possibility, is that the experimental group was able to establish a substantial degree of trust with the experimenter to reveal feelings of guilt and behavioral shortcomings.

"How I do act" vs wheel by other on how I do act.

Hypothesis. After laboratory training, participants will show a smaller discrepancy than before training between (a) ratings of self on

"How I do act" and (b) modal ratings by others of self on how I act. No such change should occur for the control group.

Reasoning. A measure of how subjects saw themselves is their ratings on the "How I do act" instrument. A measure of "how others see us" is the modal rating of us by others on how other administrators in the district act toward their subordinates. A measure of the degree to which "we see outselves as others see us" is the discrepancy between ratings on these two instruments. One of the goals of training is to become more accurate in "seeing ourselves as others see us." In other words, accuracy of self-perception should increase as a result of training. For participants, this should be revealed by a smaller discrepancy between ratings on the two instruments after training than before training. For the control group, there is no reason for a change of any kind.

Comparisons. To test this hypothesis, modal ratings of others on each member of the experimental group and control group (respondents were asked to rate each member of the experimental group and control group endividually) were compared to each member's rating of himself, and then each member's discrepancy scores were compared over time; and, finally, discrepancy scores over time for the experimental group were compared with discrepancy scores over time for the control group.

Analysis and Discussion of Responses. Comparisons of discrepancy scores for the experimental and control groups do not support the hypothesis. The mean discrepancy score for the experimental group before training was approximately 1.58. After training, at the fifth administration of the instruments, the mean discrepancy score had dropped to 1.48. This decrease does indicate that the experimental group moved toward greater accuracy of self-perception as a result of training.

But the control group showed a mean discrepancy score of approximately 1.85 at the first administration of the instrument and at the fifth time period they had moved to a mean discrepancy score of approximately 1.50. These figures indicate that the control group actually moved toward accuracy at a greater rate than did the experimental group.

Thus, the hypothesis is supported in part because the discrepancy score for the experimental group did decrease slightly over time. However, the hypothesis suggests that no such change should occur for the control group. For whatever reason, an even greater change did occur for the control group even though their discrepancy score still remained somewhat higher than that of the experimentals at the fifth time period.

Instruments VII and VIII: "Best way to organize subordinates" vs "Actual way I organize subordinates"

Hypothesis. From before to after training, discrepancy scores between the "Best way" and "Actual way" instruments should decrease for experimental group members, but should not change for control group members.

Reasoning. The reasoning behind the hypothesis is very similar to that of the previous hypothesis for the wheel instruments. However, the present instruments are of the unidimensional type. Participants are more used to responding to unidimensional instruments than to circular instruments, and the data-analysis methods are more common for unidimensional instruments. Nevertheless, the logical comparisons are similar and were dealt with in a similar fashion. Instruments VII and VIII were not administered in which respondents rated others from the same town.

Analysis and Discussion of Responses. The data from the two instruments were subjected to a repeated-measures analysis of variance

using a design similar to the design used in the analysis of the two "meetings" instruments in a previous section. It was of primary interest to determine whether experimental and control group members responded differently to the instruments over time. If a general difference was perceived, then further analyses would have been conducted to refine the analysis. As was the case for the "meetings" instruments, none of the variables or interactions of primary interest were statistically significant at the .10 level.

However, five variables of lesser interest did show differences that were statistically significant: (1) the instruments were responded to differently (.001), (2) the items within the instruments were responded to differently (.01), (3) the items were responded to differently on different instruments (.001), (4) the instruments were responded to differently by members of the experimental and control groups who came from different cities (.01), and (5) experimental and control group members from different cities responded differently to different items of different instruments (.05). These results do not seem helpful.

Instrument IX: "Pick three among administrators"

The "pick three" instrument asked respondents to complete eight sentences describing ways in which people work in groups by naming three people to whom the description most nearly applies. The eight categories are briefly: (1) pushes group along, (2) not touched by group happenings, (3) argumentative, (4) helps group understand general principles, (5) understands others feelings, (6) often shows real feelings, (7) stays out because of fear of being hurt, and (8) uninvolved because does not feel things strongly.

Hypothesis. After training, the experimental group members will

show more changes in the persons mentioned under each of the categories of the "pick three" instrument than will members of the control group.

Reasoning. This hypothesis calls for a count of changes for persons mentioned over time for each category of the "pick three" instrument separately, then calls for adding the number of changes over itmms for members of the experimental group and control group separately, and then comparing the frequency of changes for the experimental group with that for the control group. Imbedded in the reasoning for the hypothesis are three hypotheses about the nature of changes within the experimental group due to training. They are as follows:

a: From before to after training, the members of the experimental group will shift to greater agreement among choices on the "pick three" instrument than will the members of the control group. The reasoning for this hypothesis is that because of common experiences during training, participants will develop shared (common) ways of perceiving backhome administrators.

b: From before to after training, the members of the experimental group will shift to less agreement among choices than will the members of the control group. The reasoning for this hypothesis is that for the experimental group, training breaks up the perceptual sets that experimental group and control group members shared or had in common prior to training, with the consequence that the experimental group members will show less agreement than control group members after training.

c: From before to after training, the members of the experimental group (among themselves) will show the same amount of agreement of disagreement as the members of the control group (among themselves) will show, but the persons mentioned by the experimental group will, as a result of training, be different than the persons mentioned by the control group under every category of the "pick three" instrument. The reasoning for this hypothesis (which, by the way is very much like the original hypothesis) is that training breaks up perceptual sets in common with control group members prior to training, but does not result in a buildup of stereotyped agreement among participants due to their shared experiences during training.

Hypotheses a, b, and c, taken together, call for (a) an analysis of changes in response agreement over time within the experimental group and within the control group, separately, for each category of the "pick three" instrument; and a comparison of changes in response agreement

within the experimental group over time with changes within the control group over time, and (b) an analysis of response agreement between the members of the experimental group and the control group over time.

Analysis and Discussion of Responses. Of the eight items in the "pick three" instrument, only on three do differences seem to exist concerning changes in names mentioned on the instrument during two administrations of it (i.e., "before" and "after" for the experimental and control groups. These three are:

Item 1._____,_____, and _____,

can be counted on to jump right in and push things whenever the going is slow in the group.

(On Item 1, the 12 experimental group members changed their minds about the people to be included in this category a total of 18 times, whereas the 12 control group members changed their responses a total of 12 times)

Item 4._____,_____, and _____.

are always trying to help the group understand the general principals that apply to its work.

(On Item 4, the 12 experimental group members changed 25 times whereas the 12 control group members changed only 16 times)

Item 5. No matter what is going on, _____,_____

_____, and _____ seem to understand how people are feeling in the group.

(On Item 5, the experimental group changed 22 times and the control group changed 15 times.)

On only one (Item 6) of the eight items did the control group change more frequently that the experimental group. Item 6 asked persons to mention the three persons who are most likely to show their real feelings in the group. On Item 6 the experimental group showed 24 changes whereas

the control group showed 25. If, after training, the members of the experimental group were more likely to "show real feelings" than members of the control group, then both the experimental group members and the control group members might be likely to mention more members of the experimental group after training than before training. The data indicates that experimental group members were mentioned 24 times on Item 6 before training whereas experimental group members' names were mentioned 37 times on Item 6 after training. The data also show that on both administrations of the "pick three" instrument, the members of the experimental group mentioned more members of the experimental group than the control group, but the increase in experimental group names mentioned by the experimental group and the control group was about the same from before to after training (i.e., an increase of 6 in the experimental group and an increase of 7 in the control group).

The latter data imply that members of both the experimental group and the control group perceived changes in the behavior of experimental group members. If so, it seems possible that training may have facilitated the experimental group members' ability to display feelings (to be more open), but may not have facilitated experimental group members recognition of the feelings of others more than members of the control group. To obtain a partial check on this possibility, data were analyzed concerning number of experimental group members' names mentioned before and after training on each of the eight items of the "pick three" instrument. In performing this analysis, the notion was, on the one hand, that if the control group data was patterned in the same way as the experimental group data on every item of the "pick three" instrument, we would have some evidence that either (a) training influenced experimental group members to change their behavior more than control group members,

and the change in behavior on the part of experimental group members was noticed by both the experimental and control group members, or (b) the members of the control group (and/or the experimental group) gratuitously chose more members of the experimental group after training simply because "sensitivity training is supposed to change you" (a Hawthorne-like effect). On the other hand, if the item-by-item data for the control group members were patterned differently from data for the experimental group, we would have some evidence that (a) the experimental group members may have behaved differently as a result of training, or (b) as a result of training, were more sensitive to different aspects of behavior than were control group members.

Data for each of the eight "pick three" items were classified down according to predictions associated with different groups of items. For Items 1, 4, 5, and 6, the prediction is that if training were effective, more experimental group members' names would be mentioned after training than before training. The data support this prediction (83 before and 111 after). Both the experimental and control group members mentioned more experimental group members' names after training than before.

For Items 2, 7, and 8, it was predicted that, if training were effective, fewer experimental group members would be mentioned after training than before training. This prediction is also supported (22 before and 10 after).

No prediction was made for Item 3. It was presumed that responses to this item could go either way. The data show little change: 27 before and 29 after.

Unfortunately, this is about as far as we can go. The data do not show that the change in number of experimental group members mentioned from before to after training was different for the experimental and

control group; relative increases or decreases in the number of experimental group members mentioned were similar for both the experimental and control group members. It should be pointed out that for Item 5, whereas the experimental group increased the number of experimental group members' names mentioned (i.e., from 10 before training to 17 after training), the control group decreased in the number of experimental group members' names mentioned (i.e., from 7 before training to 6 after training). The latter fact, plus the fact that, generally, the control group members mentioned fewer experimental group members than did members of the experimental group, suggests that the control group members were not gratuitously choosing experimental group members because of their expectations concerning the effects of training on experimental group members nor of attempts to satisfy the desires of the experimenter. Nevertheless, the data for most of the items show very little, if any, difference in the proportion of change between experimental and control group members' choices from before to after training. For this reason, the data were not subjected to statistical test.

The data do show the difference between the number of different names mentioned by each group before training and the number of different names mentioned by each group after training (i.e., after differences minus before differences). A positive number indicates more different names mentioned after training than before training (i.e., indicates more agreement after training). For the experimental group, there is an overall slight shift to less agreement (i.e., the total number of different names mentioned after training by the experimental group is 4 more than the number mentioned before training). For the control group, there is an overall slight shift to more agreement after training than before training. However, the difference is slight and

not consistent for each item.

## Instruments Omitted Because of Inadequate Data

As we mentioned on page 7, two of the twenty-one instruments administered did not produce adequate data for analysis. The first of these, the "With whom it is necessary but difficult to deal" instrument, asks the respondent to name the persons with whom he must deal but with whom it is difficult to deal in his job, and to state the reason for the difficulty. This instrument was assigned no specific hypothesis; rather, it was paired with a very general hypothesis that can be stated as follows: "Participants in the laboratory changed because of training." The hypothesis was kept general because, in the absence of experience in using the instrument we did not know whether a change in the people mentioned would be in (a) the number of people mentioned or (b) the kind of person mentioned, or (c) both number and kind of person mentioned. Moreover, the change, if any, may be reflected in the number of kind of reasons given by a person for having a difficulty in dealing with certain people (this kind of data has not been coded). Also, the sense in which the question was asked of participants (i.e., "With whom is it necessary but difficult to deal in the fulfillment of your job?") implies an absolute rather than relative judgment. In other words, from before to after training, a person from the experimental group may mention the same number of people with whom he feels it is difficult to deal, even though it is less (or more) difficult to deal with them. A member of the control group may mention the same number of people with whom he experiences difficult on the two occasions, also, but may experience the same degree of difficulty in doing so. Finally, as was the case with

the "Issues" instrument, it is possible that the experimental group changed, and, in turn, subsequently (via interaction with members of the control group) changed the members of the control group. In this case we would look for similar changes over time for both groups, not just the experimental group.

In any case, the "With whom" instrument appears to be a "let's-look-and-see-and-then-go-on-from-whatever-turns-up" kind of measure. Review of the data revealed too much missing data which rendered the instrument inadequate for further analysis. Thus, the instrument was not included in the main body of the report.

The second instrument which produced insufficient data asked respondents to indicate the "Worst way to organize subordinates". This instrument is related to the "Best way" and "Actual way" instruments of a previous section. No hypothesis at all is related to this instrument. It was constructed merely for interest and possible significant data, but nothing of significance was revaled in the data. The instrument was not subjected to analysis.

## Summary

Instrument 1: "Issues". No significant differences in the number of persons mentioned before and after training appeared within the experimental or control groups. However, the difference between the number of persons mentioned by the experimental and control groups on either administration was substantial. The experimental group made 37% identical choices after training, whereas the control group made 66% identical choices. This implies that training made a difference in those seen as resources.

Instruments II & III: "Meetings". The primary variable of interest was to determine whether the groups responded differently to either of these instruments over time. None of the variables or interactions of primary interest was statistically significant.

Instruments IV, V & VI: "Interaction with subordinates". Experimental group members indicated to a greater degree that they "ought" to act more friendly toward their subordinates than did control group members. This implies that training was effective in creating an attitude of friendliness toward subordinates. However, when asked how they actually act toward subordinates, the experimental group rated itself as less friendly than did the control group. We may infer that the experimental group was evaluating its actual behavior more realistically than was the control group, and was more willing to be critical of that behavior. When the responses of both groups on how they thought they acted toward subordinates were compared with others' perceptions of how they acted, an interesting trend occurred. The experimental group showed more accuracy (taking others' perceptions as the standard) of self-perception than did the control group on the "before" measures. Both groups moved toward greater accuracy of self-perception after training, but the control group moved toward accuracy to a greater degree than did the experimental group. The hypothesis stated that no such change should occur for the control group.

Instruments VII & VIII: "Organizing subordinates". A comparison, for both groups, between what they thought was the best way to organize subordinates and how they felt they actually organized subordinates was made. The variable of primary interest was to determine whether the groups responded differently to the instruments over time. The data were not statistically significant in any direction for this

variable.

Instrument IX: "Pick three among administrators". The data from this instrument indicate that both experimental and control group members perceived positive changes in the behavior of experimental group members on all but one item of the instrument. The experimental group members were seen as more friendly, helpful, effective, and understanding after training by all participants. The data show no difference in the proportion of change between experimental and control group members' choices from before to after training.

Because of the paucity of encouraging results in the data analyzed, data from open-ended questions were not examined.

## Conclusion

Given the extensive nature of the measurement in this study, the positive results in behavior change for the experimental group over time are slight. It is the conclusion of these researchers that a one-shot laboratory training experience conducted outside the context of the organizational system within which the participants are engaged is not very effective or powerful as a tool for initiating and maintaining significant behavior change in the back-home situation. We do not recommend this technique for further use in the field training for organizational development.

## Reference

Warren Bennis, Kenneth Benne, and Robert Chin. The Planning of Change. New York: Holt Rinehart & Winston, 1961. P. 11.

# APPENDIX I

## COPIES OF INSTRUMENTS ADMINISTERED TO EXPERIMENTAL GROUP, CONTROL GROUP, AND "MENTIONED" GROUP

## ISSUES IN THE SCHOOL

1. No doubt you discuss some school issues with some people and other issues with others. Taking just the important issues, with whom in your school system do you discuss various issues? (Some possible issues and topics are: budget review, curriculum development, discipline, teacher morale, non-certified personnel, salaries, transportation, health services.)

| Issue | Person's name |
|---|---|

2. With whom is it necessary but difficult to deal in doing your job?

| Person | Reason |
|---|---|

3. In a phrase or two describe the three or four things you see as the most needed improvements in your school.

4. In a phrase or two describe the three or four things which are the greatest obstacles to improvements in your school.

5. If you were offered a position in another school system, what would be the two or three most crucial facts that you would want to know about the new position?

Name_____. Date_____

Listed below, at the left, are four kinds of things that can be wrong with meetings. In meetings held among the administrators in your school system, do you have any serious troubles of this sort?

Please read the item at left. Then put an "X" in the appropriate column. The column headings have the following meansings:

| | |
|---|---|
| Severe | This is a severe and serious problem in many of our meetings. |
| Nuisance | This is not really severe or serious with us, but it is enough of a nuisance so that we ought to try to improve in this respect. |
| Occasional | This sort of thing happens occasionally, but not often enough to worry about. |
| Free | Our meetings are exceptionally free of this sort of thing. |

| | Severe | Nuisance | Occasional | Free |
|---|---|---|---|---|
| CONFLICT or FIGHT: members are impatient with each other, ideas are attacked before completely expressed, members take sides and refuse to compromise, comments are made with unnecessary vehemence, members attack each other on personal basis, make nasty cracks, reject ideas before really listening, etc. | | | | |
| APATHY or NON-PARTICIPATION: frequent yawns, people dozing off, members lose point of discussion, conversation drags, members are reluctant to accept tasks, careless decisions are easily made, members come late or are frequently absent, etc. | | | | |
| INADEQUATE DECISION-MAKING: long arguments about insignificant details, subcommittees get appointed which are never heard from again, much backing and filling discussion dwells over-long in abstractions, members disagree after the meeting on what was decided, members reject responsibility for carrying out decision, etc. | | | | |
| LACK OF COMMUNICATION: frequent calls for redefinition, frequent complaints that, "I thought we were talking about something else," attempt by member to clarify issues leads discussion still further astray, etc. | | | | |

Name _____ Date _____

Listed below, at the left, are four kinds of things that can be wrong with meetings. In meetings held for your staff members, do you have any serious troubles of this sort?

Please read the item at left. Then put an "X" in the appropriate column. The column headings have the following meanings:

| | |
|---|---|
| Severe | This is a severe and serious problem in many of our meetings. |
| Nuisance | This is not really severe or serious with us, but it is enough of a nuisance so that we ought to try to improve in this respect. |
| Occasional | This sort of thing happens occasionally, but not often enough to worry about. |
| Free | Our meetings are exceptionally free of this sort of thing. |

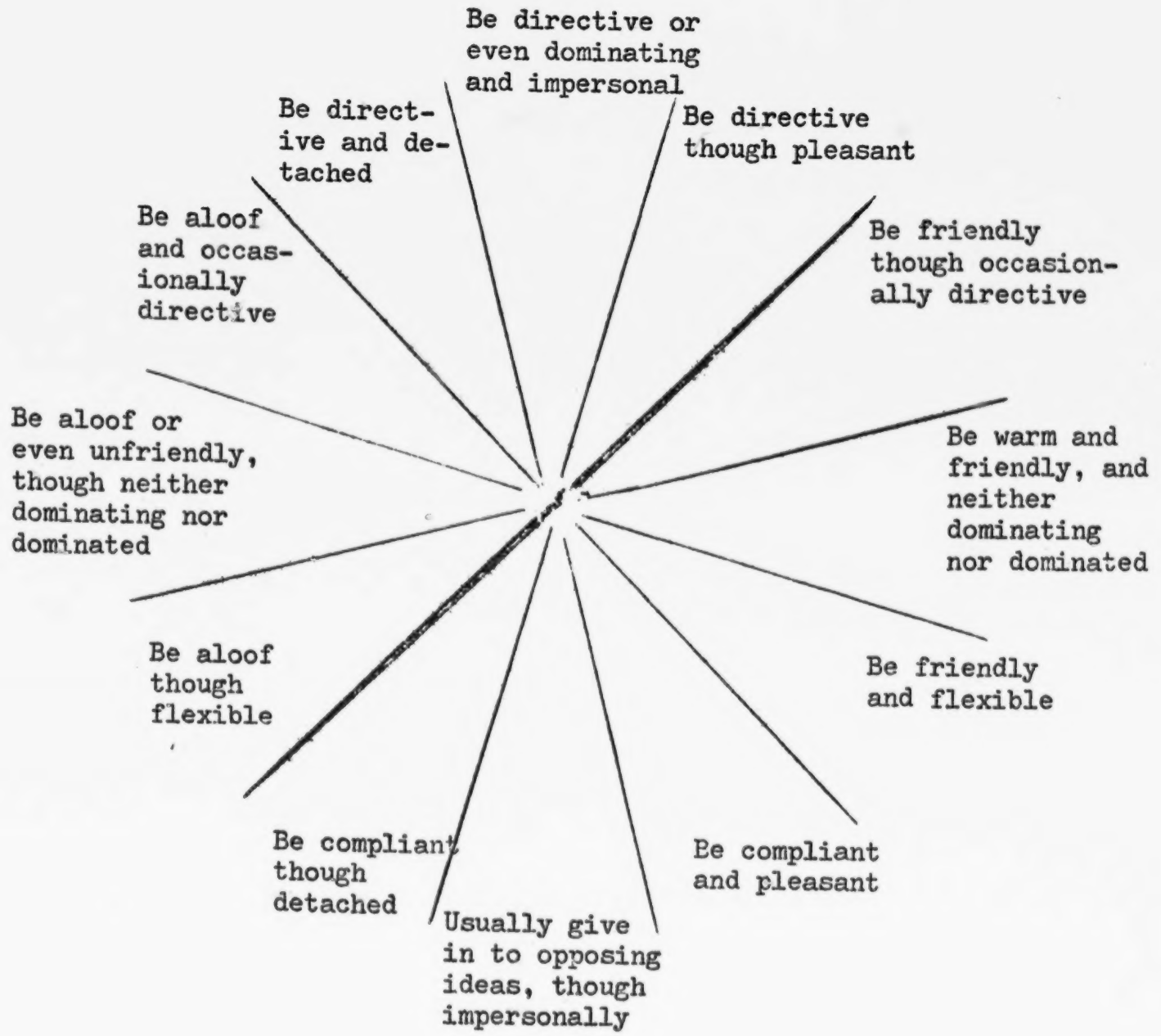
| | Severe | Nuisance | Occasional | Free |
|---|---|---|---|---|
| CONFLICT or FIGHT: members are impatient with each other, ideas are attacked before completely expressed, members take sides and refuse to compromise, comments are made with unnecessary vehemence, members attack each other on personal basis, make nasty cracks, reject ideas before really listening, etc. | ____ | ____ | ____ | ____ |
| APATHY or NON-PARTICIPATION: frequent yawns, people dozing off, members lose point of discussion, conversation drags, members are reluctant to accept tasks, careless decisions are easily made, members come late or are frequently absent, etc. | ____ | ____ | ____ | ____ |
| INADEQUATE DECISION-MAKING: long arguments about insignificant details, subcommittees get appointed which are never heard from again, much backing and filling discussion dwells over-long in abstractions, members disagree after the meeting on what was decided, members reject responsibility for carrying out decision, etc. | ____ | ____ | ____ | ____ |
| LACK OF COMMUNICATION: frequent calls for redefinition, frequent complaints that, "I thought we were talking about something else," attempt by member to clarify issues leads discussion still further astray, etc. | ____ | ____ | ____ | ____ |

Below are phrases describing twelve ways one person might act toward another. We have tried to word the phrases to suggest that one type of behavior shades into the next, and have arranged them in a circle for the same reason.

First: Find the description which comes closest to how you feel you ought to act in relation to your subordinates. Write the word ought in that sector of the circle.

Second: Find the description which comes closest to how you believe you actually do act, in general, in relation to your subordinates. Write the word do in that sector. (This sector may or may not be the same as the first.)

The Wheel.


Be directive or even dominating and impersonal
Be directive though pleasant
Be friendly though occasionally directive
Be warm and friendly, and neither dominating nor dominated
Be friendly and flexible
Be compliant and pleasant
Usually give in to opposing ideas, though impersonally
Be compliant though detached
Be aloof though flexible
Be aloof or even unfriendly, though neither dominating nor dominated
Be aloof and occasionally directive
Be directive and detached

On the next sheet you will find a diagram like that on the previous sheet. This time, you will also find the names of four people. For each person, find the description which seems to come closest, according to your present judgment, to the manner in which he acts toward subordinates. Write the person's number in the appropriate sector.

AT BEAVERTON

(1) James Brewer
(2) Harold Lohbeck
(3) Jack Nelson
(4) Walt Thomas

The Wheel.

Be directive or even dominating and impersonal
Be directive though pleasant
Be friendly though occasionally directive
Be warm and friendly, and neither dominating nor dominated
Be friendly and flexible
Be compliant and pleasant
Usually give in to opposing ideas, though impersonally
Be compliant though detached
Be aloof though flexible
Be aloof or even unfriendly, though neither dominating nor dominated
Be aloof and occasionally directive
Be directive and detached

On the following page,

please proceed

as with the one you just did,

indicating how you think each person

acts toward subordinates.

FROM BEAVERTON

(1) Glenn Dawson
(2) George Russell
(3) Harrell Smith
(4) Gene Springer

The Wheel.

Be directive or even dominating and impersonal
Be directive though pleasant
Be friendly though occasionally directive
Be warm and friendly, and neither dominating nor dominated
Be friendly and flexible
Be compliant and pleasant
Usually give in to opposing ideas, though impersonally
Be compliant though detached
Be aloof though flexible
Be aloof or even unfriendly, though neither dominating nor dominated
Be aloof and occasionally directive
Be directive and detached

When you need to organize a number of subordinates to do a particular task, what is generally the <u>actual</u> way you go about it? (This may or may not be different from what you feel is the best or ideal way and different from the worst way.) Please put an "A" on each line below to characterize the way you would, in general, actually do it.

Give the subordinates a great deal of information — Give none unless asked

Ask for a great deal of information from the subordinates — Ask for none

Offer a great deal of moral and emotional support to the subordinates — Be strictly impersonal

Ask a great deal of moral or emotional support for yourself — Insist on being dealt with impersonally

Give wide discretion and freedom to the subordinates to work through the task — Lay out procedures in detail for the subordinates

Open myself to suggestions from subordinates for re-thinking my plan — Require adherence to my original plan

Name _____

When you need to organize a number of subordinates to do a particular task, what do you feel is the best way to go about it? Please put a "B" on each line below to show how much of each characteristic would generally be best.

Give the subordinates a great deal of information — Give none unless asked

Ask for a great deal of information from the subordinates — Ask for none

Offer a great deal of moral and emotional support to the subordinates — Be strictly impersonal

Ask a great deal of moral or emotional support for yourself — Insist on being dealt with impersonally

Give wide discretion and freedom to the subordinates to work through the task — Lay out procedures in detail for the subordinates

Open myself to suggestions from subordinates for re-thinking my plan — Require adherence to my original plan

When you need to organize a number of subordinates to do a particular task, what do you feel is the worst way to go about it? Please make a "W" on each line below to show how much of each characteristic would generally be worst.

Give the subordinates a great deal of information — Give none unless asked

Ask for a great deal of information from the subordinates — Ask for none

Offer a great deal of moral and emotional support to the subordinates — Be strictly impersonal

Ask a great deal of moral or emotional support for yourself — Insist on being dealt with impersonally

Give wide discretion and freedom to the subordinates to work through the task — Lay out procedures in detail for the subordinates

Open myself to suggestions from subordinates for re-thinking my plan — Require adherence to my original plan

The following statements are like those often used to characterize a person's way of working in groups. In reading them, you may be reminded of particular administrators (principals, superintendent, assistant superintendents, etc.) in your school system. Fill in the blanks with the names of the three administrators in your school system to whom each statement most nearly applies (include yourself where appropriate). Please print the initials and last name of each administrator you mention.

1. _____, _____, and _____ can be counted on to jump right in and push things ahead whenever the going is slow in the group.

2. Nothing that happens in the group seems to touch _____, _____, or _____.

3. The most argumentative members of the group are _____, _____, and _____.

4. _____, _____, and _____ are always trying to help the group understand the general principles that apply to its work.

5. No matter what is going on, _____, _____, and _____ seem to understand how people are feeling in the group.

6. _____, _____, and _____ are most likely to show their real feelings in the group.

7. _____, _____, and _____ seem most likely to stay out of things because they fear they may get hurt.

8. _____, _____, and _____ seem least likely to get involved because they do not feel things strongly.

## BACKGROUND INFORMATION

This brief questionnaire is designed to obtain some information about (1) your experience in the field of education, and (2) your interests and family background. The information you give, in this form as well as all future forms, will be kept confidential.

A. Experience

1. What is your name? _____

2. What is your official title in this school system? _____

3. How old are you? (Please answer in years)_____years.

4. What is the highest degree you hold? Bachelor's_____
   Master's _____
   Doctor's _____

5. Roughly, how many quarter hours do you have beyond this degree?
   _____hours.

6. How many years have you been an Educator? _____years.

7. How long have you been employed in this school system?
   _____years.

8. How many years have you been in your present position?
   _____years.

9. List in chronological order all of the educational positions you have held.

| Position | School District | Years |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

10. To which professional and community organizations do you belong?

Organization office held

_____

_____

_____

_____

_____

_____

B. Interests and Background

11. Are you married? _____
single? _____
divorced? _____
separated. _____

12. How many children do you have? _____

What are their ages? _____

13. What leisure time activities do you prefer? _____

_____

14. What is your religious preference? _____

15. Thinking back to the time you completed high school which company or business employed your father? (Please give the full name. If your father worked for himself, write "self-employed" and give the name of his business.)

_____

16. What kind of work did your father do for the employer named above? (Please try to give the specific name or title for his job, for example, "welder," and describe the duties of his job, for example, "He used a blow torch to join metal together.")

Name of title of job: _____

Description of job: _____

17. How many children were there in your family? _____children.

18. Counting the oldest child in the family as number 1, which number were you? _____ number.

The following statements are like those often used to characterize a person's way of working in groups. In reading them, you may be reminded of particular individuals in the T-group. Fill in the blanks with the names of the three group members to whom each statement most nearly applies (include yourself where appropriate).

1. _____, _____, and _____ can be counted on to jump right in and push things ahead whenever the going is slow in our group.

2. Nothing that happens in the group seems to touch _____, _____, or _____.

3. The most argumentative members of our group are _____, _____, and _____.

4. _____, _____, and _____ are always trying to help us understand the general principles that apply to our work.

5. No matter what is going on, _____, _____, and _____ seem to understand how people are feeling in this group.

6. _____, _____, and _____ are most likely to show their real feelings in the group.

7. _____, _____, and _____ seem most likely to stay out of things because they fear they may get hurt.

8. _____, _____, and _____ seem least likely to get involved because they do not feel things strongly.

This is the last section of this research questionnaire. It is to help CASEA measure the effectiveness of the Laboratory experience and its subsections. We need your open and frank feedback. Please answer <u>all</u> the questions. Feel free to make marginal notes or comments on the left side, bottom or back of your questionnaire. Your responses will be treated in confidence and will give us data for planning future Laboratories.

1. How would you rate the effect of the Laboratory on your personal growth?

2. Are there some learning experiences which you feel you should have had that were not offered in the Laboratory?

3. How would you rate the effect of the Laboratory on your professional performance back home?

4. What aspects of your work situation do you feel you can improve as a result of this experience?

5. Are there any general comments (positive or negative) that you would care to make about this Laboratory?

6. Can you suggest ways of bringing this kind of training experience to the attention of other educators at various levels?

7. Please rate the component parts of the Laboratory in terms of your learning experience by putting an X on the line for each item.

Reading shelf

very meaningful learning aids — no help

Reading materials handed out

very meaningful learning aids — no help

T-Group

very meaningful learning experience — no learning experience

Theory sessions by John C., Len L.

very meaningful learning experience — no learning experience

Giving and receiving help - trios

very meaningful learning experience — no learning experience

Research

very meaningful learning experience — no learning experience

Meditation

very meaningful learning experience — no learning experience

Intergroup observation - teams of 7

very meaningful learning experience — no learning experience

Diagnosing back home problems and planning action - teams of 4

very meaningful learning experience — no learning eexperience

Planning own learning and carrying out the plan

very meaningful learning experience — no learning experience

Free time

very meaningful learning experience — no learning experience

Physical arrangements: rooms, food, setting, etc.

very meaningful learning aids — no help

8. To what extent do you feel that the T-Group and other activities reinforced each other in helping the group to learn?

| : | : | : | : | : |
|---|---|---|---|---|
| very much | some | a little | not at all | interfered |

9. All in all, how satisfied do you feel right now with your experience in the Laboratory?

| : | : | : | : | : |
|---|---|---|---|---|
| very much dissatisfied | somewhat dissatisfied | neutral | somewhat satisfied | very much satisfied |

D I R E C T I O N S:

For each of the following questions,

place a check to the right of your answer.

10. T-Groups should be given:

more time _____
same time _____
less time _____
no time _____

11. Scheduled time provided for working on back home problems should be:

increased _____
left the same _____
decreased _____
eliminated _____

12. Emphasis throughout the Laboratory on the "cognitive", conceptual, or theoretical, as compared to T-Group and skill exercises, should be:

increased _____
about as is _____
decreased _____
eliminated completely _____

13. Which activity of the Laboratory do you feel was <u>most</u> significant and worth while for you?

Reading shelf ____
Reading materials handed out ____
T-Group ____
Theory sessions by John C., Len L. ____
Giving and receiving help - trios ____
Research ____
Meditation ____
Intergroup observation - teams of 7 ____
Diagnosing back home problem and planning action - teams of 4 ____
Planning own learning and carrying out the plan ____
Free time ____
Physical arrangements - room
board
setting, etc. ____

14. Which activity of the Laboratory do you feel was <u>least</u> significant or worth while for you?

Reading shelf ____
Reading materials handed out ____
T-Group ____
Theory sessions by John C., Len L. ____
Giving and receiving help - trios ____
Research ____
Meditation ____
Intergroup observation - teams of 7 ____
Diagnosing back home problem and planning action - teams of 4 ____
Planning own learning and carrying out the plan ____
Free time ____
Physical arrangements - room
board
setting, etc. ____

15. If CASEA holds another Laboratory, do think the participants should be drawn

all from one level of personnel _____

from two or three adjacent levels _____

from all levels _____

16. If CASEA holds another Laboratory, do you think the participants should be drawn as

strangers _____

teams from localities _____

all from one locality _____

17. If CASEA and your school system should hold a Laboratory in your community, what persons would you want invited to participate? Please check all types you would want included:

Interested citizens _____

School Board _____

Central office staff _____

Principals _____

Teachers _____

Myself _____

Others (who?) _____ _____

No opinion _____

DIRECTIONS: For the remaining questions, circle your answer.

18. Has the time you have invested in this experiment been worth the experience? Yes No

19. Would you recommend the Laboratory to those dearest to you? Yes No

20. I learned a lot about my feelings and fears. Yes No

21. Is it possible to learn much without becoming emotionally involved? Yes No

22. I have at times felt that I was deliberately being brain-washed. Yes No

23. It was useful to me to participate actively in helping with others' problems. Yes No

24. It is desirable for participants to bring wives and families. Yes No

25. All participants should stay in the dormitory. Yes No

26. The non-verbal members get less out of the Laboratory. Yes No

27. I feel this has been a harmful experience. Yes No

28. The individual meditation periods contributed significantly to the learning experience of the Laboratory. Yes No

29. The "free" time contributed significantly to the learning experience of the Laboratory. Yes No

30. Would you like the Laboratory to be more highly organized beforehand? Yes No

31. Do you feel you were adequately oriented to the approaching Laboratory experience? Yes No

32. Do you feel your trainers functioned effectively? Yes No

33. More sessions on skills and techniques, even at the expense of group time, would be desirable. Yes No

34. There should have been more lecture-lecturette sessions. Yes No

35. Would a little more theory during the first few days accelerate our learning in groups? Yes No

36. It is beneficial to have groups observe each other. Yes No

37. Is there undue emphasis on emotionality in the group sessions? Yes No

38. The primary effectiveness of the Laboratory is in individual insight and not in group development. Yes No

39. I consider followup research studies to be essential to the Laboratory. Yes No

40. Planned recreation would help to bring the delegates into closer interaction. Yes No

41. I am ready to go home now. Yes No

For the following task write your answers on separate paper from this sheet and return them with the other questionnaires.

1. List five problems you now have.
2. Write a paragraph or two describing each one.
3. Assume you could attend a conference (with your colleagues) led by someone from outside your school system. Rank order the problems in terms of your expectations for getting help on them at such a conference: 1 - you would expect most help; 5 - you would expect least help.
4. Focus on the one you ranked 1 and the one you ranked 5. For each of these, write a statement of 300 to 500 words about the problem: What caused it? How serious is it now? What resources do you have for solving it? What solutions do you see? Do not be limited by this set of questions but at least include these.

Please complete this task before going on to the questionnaires which follow.

D. Specific Problems, weakness and strengths

11. What are some problems which you see in your school system? (Try to get five, at least.) Why are these things problems? (Complete chart below from the responses.)

| Problem | The reason this is a problem |
|---|---|

12. Now, take two of these problems and give us some more detail about them. Why are they problems? ... How did they develop? Who else is involved in them? What else is involved? Could you tell us more?

13. Among these (five) problems, which one do you expect to get the most help with at the coming conference?

14. Which one of these problems do you expect to get the least help with at the conference?

15. In your present position, what tasks do you find fairly easy to accomplish? What other tasks?

16. What necessary tasks do you find fairly difficult to perform in your position? What other tasks?

During the sensitivity-training sessions, we asked you to list and discuss five problems you then had back home. The instructions below are a verbatim repeat of the original task assigned to you during the sessions. A Xerox copy of your response to this task is on the following page(s).

Please read the original assignment below, and your response. Then answer the question that follows your response.

ORIGINAL PROBLEM DISCUSSION TASK ASSIGNED TO DSPFC - CASEA PARTICIPANTS

ON JULY 31, 1965

For the following task, write your answers on separate paper from this sheet and return them on Sunday at 4:00 p.m.

1. List five problems you now have at home.

2. Write a paragraph or two describing each one.

3. Rank order the problems in terms of the help you are getting at the present conference: 1 - you are getting most help: 5 - you are getting least help.

4. Focus on the one you ranked 1 and the one you ranked 5. For each of these, write a statement of 300 to 500 words about the problem: What caused it? How serious is it now? What resources do you have for solving it? What solutions do you see? Do not be limited by this set of questions but at least include these.

In the space below describe how much help (if any), and what kind of help you received with these problems as a result of the sensitivity-training sessions.

If you need more space, please add extra blank sheets.

2. In a phrase or two describe the three or four things which are the greatest obstacles to improvements in your school.

3. If you were offered a position in another school system, what would be the two or three most crucial facts that you would want to know about the new position?

INTERVIEW SCHEDULE

A. Warm-up

1. We would like to find out something about the background of your school; about the students, parents and teachers. Are the students in your school pretty much like those in other schools (school systems)? What similarities or differences do you see?

Probe: How do your teachers compare with those in other schools (school systems)?

Probe: About parents, what are the parents of your students like?

B. Transition

2. What are some of the things you would see as improvements in your school? What are some of the things you would see as barriers in your school?

Probe: (If there is no answer or comment) Isn't there some way in which your goals for a program are frustrated by something or someone in this system?

Probe: (If there is an answer) What other limitations do you feel are placed on the kind of program you would like to have in your school?

C. Organizational Analysis

(Give the individual a copy of the organizational chart of his school system)

3. Please write in the appropriate names in the boxes that you see on this chart. Also, include the title of the individual in the box.

(When the individual has finished doing this, go on to the next question regarding the chart)

4. What do the lines connecting this position stand for? In other words, what are the working relationships between the people on this chart.

5. In what ways is this chart incomplete? Are these lines fully drawn?

6. How do people get around the formal structure implied by this chart?

7. What are special functions of some of the individuals on this chart that tend to help you in your work?

8. What are some special functions on this chart that tend to hinder you in your work?

9. With whom, among people in your school system, do you discuss issues important to the school system. (Answer in the form, "I discuss __issue__ with __person's name__." Complete chart below from the responses given)

| Issue | Person's Name |
|---|---|

Probes (if no answer): budget review, curriculum development, discipline, teacher morale, non-certified personnel, salaries, transportation, health services.

10. (If it has not come out earlier, ask the following questions.) With whom is it necessary but difficult to deal in the fulfillment of your job? (Try to get the answer in the following form, "It is necessary to deal with __person's name__ but is very difficult because __reason__." Complete chart below from the response given. Do not suggest any probes.)

| Person | Reason |
|---|---|

D. Specific Problems, weakness and strengths

11. What are some problems which you see in your school system? (Try to get five, at least.) Why are these things problems? (Complete chart below from the responses.)

| Problem | The reason this is a problem |
|---|---|

12. Now, take two of these problems and give us some more detail about them. Why are they problems?...How did yhey develop? Who else is involved in them? What else is involved? Could you tell us more?

13. Among these (five) problems, which one do you expect to get the most help with at the coming conference?

14. Which one of these problems do you expect to get the least help with at the conference?

15. In your present position, what tasks do you find fairly easy to accomplish? What other tasks?

16. What necessary tasks do you find fairly difficult to perform in your position? What other tasks?

E. End Questions

17. Relative to being supervised by your superiors...in what areas do you feel free to make your own decisions knowing that you will not be closely supervised? What kinds of decisions do you feel relatively free in making?

18. If you were offered a position in another school system, what would be the most crucial fact that you would want to know about the situation?

19. If your superintendent asked you what would help you most in carrying out your job more effectively, what would you ask for? How would this help you?

Thank you very much for your participation in this research project. As soon as all the data are collected and analyzed, and the final report is written, you will receive a copy of the research report.

Are there any final comments or suggestions which you would like to make about the research or any particular phase of the project? (Use the space below.)